



Fundamental of Language Development

Module 5

Module 5: Language Development

Introduction

Language includes the ways in which humans communicate with one another, including verbal communication, gestures and facial expressions, and written communication. In this session we will look specifically at the verbal communication piece.

“Children's experiences with language set the stage for their ability to communicate with adults and peers, build vocabulary, develop comprehension skills, and learn about real world experiences through books and hands on activities. Providing opportunities for children to practice oral language by speaking and listening is crucial in the early years.”

-The Children's Learning Institute, p.



What Is Language Development?

Language Development Defined

Language development includes:

- The ability to learn language through _____ with responsive adults and peers.
- The process of speaking and listening to _____ meaning.
- Experiencing language in _____ contexts.

Notes: _____



Receptive and Expressive Language

Receptive language: The mental store of words and phrases children can understand when heard in context.

Expressive language: The words children use to express themselves.

Notes:



Why Is Language Development Important?

Language Impacts Learning

The ultimate job of language is to allow us to communicate. Communication is necessary for all of us, young and old. Language allows us to communicate our

_____, ideas, and _____.

Importance of Language Development

- Listening, speaking, and vocabulary knowledge are important for early literacy development (Whorrall & Cabell, 2015).
- Language skills at the time of kindergarten entry predict later literacy skills and school success (Rowe et al., 2012).

Differences in Language Development

Research on language development supports the belief that there are vast differences in children's oral language skills (Colker, L. 2014; Fernald, A., et al., 2013; Hart & Risley, 1995). "By the time they enter kindergarten, children from disadvantaged backgrounds differ substantially from their more advantaged peers" (Fernald, A., et al., 2013, p. 234).

What does this mean for you as a teacher? How might this information affect your instruction? What do you do to create a language rich environment in your classroom?

Notes: _____



How Do We Foster Language Development?

Language Supports

Children's language development is supported through:

- Language building_____.
- _____to help a student successfully complete a task.
- _____that builds higher-level thinking skills.
- _____that introduce new vocabulary and extend and enrich language throughout the day.

Language Development Strategies

Strategies can be used to expand and extend language heard and used by students.

- **Labels** are names for objects, concepts, and actions. Provide labels by connecting what you are saying to the appropriate object or action.
 - Teacher: "See the apron the cook is putting on."
 - Child: "Put this on me." Teacher: "You want to wear the apron?"
- **Describing** is telling how something looks, tastes, sounds, feels, and smells. By adding a description, children have an additional way to think about the object or concept.
 - Teacher: "An apron is something you wear over your clothes when you are cooking."

- **Explaining** is telling how things work or why we do things.
 - Teacher: *"We wear an apron to keep our clothes clean."*
- **Comparing** is telling how items are alike or different. It helps children put the new vocabulary into a category and clarifies its purpose.
 - Teacher: *"An apron works like a baby's bib. They both cover clothes so food doesn't get them dirty."*
- **Linking** is making a connection between new objects/ideas/concepts and something the child already knows. This builds a greater network of understanding and helps children access the knowledge they are gaining.
 - Teacher: *"An apron is like the smock you wear when painting."*

Notes:



Scaffolding Language

Scaffolding is a support that allows successful completion of a task. Language can be scaffolded by restating sentences, repeating important words, using gestures, responding to students' comments, and thinking aloud.

Notes:



Supporting Language through Questioning

Bloom's taxonomy, which reflects different types of questions, helps children use higher level thinking skills as they think about and answer

Bloom's Taxonomy (revised)	Cognitive Level	Starter Verbs	Student Expectations
	Remember	Define, duplicate, list, memorize, recall, repeat, reproduce, state	Recall or remember the information
	Understand	Describe, classify, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase	Explain ideas or concepts
	Apply	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write	Use learned materials in new ways
	Analyze	Appraise, compare, contrast, explain, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	Distinguish between the different parts
	Evaluate	Appraise, argue, defend, judge, select, support, value, evaluate	Justify a stand or decision
	Create	Assemble, construct, create, design, develop, formulate, write	Create new product or point of view

(Bloom, B. S. & Krathwohl, D. R., 1956)

questions.

Notes:



Supporting Language through Conversations

Limited opportunities to talk and receive feedback limit language development. Everyday conversation is the child's richest source of information about words and meanings. A UCLA study found that while vocabulary is important, 'the effect of conversation is six times as great as words' learned in isolation (Zimmerman et al., 2009).

- Arrival
- Circle time
- Centers
- Small group time
- Outside play
- Snack/Meal time

Provide opportunities for children to talk with teachers and peers throughout the day. Conversations also impact social and emotional development and create stronger relationships throughout the day.

Conversations throughout the Day



A conversation is a discussion or informal talk between two or more participants that includes a verbal exchange of information. To build language structure, teachers observe, listen, and respond to children while engaging them in extended interactions and conversations.

TO HAVE A CONVERSATION ...

Get down to children's level, close enough to be seen and heard. Actively listen to what the child says. Ask an open-ended question that requires several words in response. Give children 3-5 seconds of think time before expecting a response. Engage in back and forth conversations. Strive for 5 exchanges and show interest in what the child says.

Arrival Time Conversations

Having conversations during arrival time provides children opportunities to practice using their language. This time of day allows teachers and children to

- infuse new and rare words into conversations.
- have conversations with peers before school begins.

Outside Time Conversations

Provide opportunities to talk with children informally about things that are important to them. This time of day allows children to:

- have conversations about structures they build.
- engage in conversation around nature.
- practice using language with peers and adults.

Circle Time Conversations

Provide opportunities for children to develop social interaction by using language to share experiences. Engage children in the give and take of conversations.

- Describe or share something about their drawing.
- Ask questions.
- Tell stories about experiences.
- Talk about what they are learning.

Center and Small Group Time Conversations

Provide opportunities for children to try out new words and language patterns in a risk-free environment. Children learn how to verbalize their thinking as they work and play together.

- Engage in conversations about the activities.
- Use new and sophisticated words.
- Use theme related language.





Supporting Language through Conversations

Teachers must take an active role in back-and-forth conversations to maintain the “interaction, such as looking at the child expectantly to encourage him to contribute or to ask open-ended questions to cue a conversational turn (Justice et al., 2017, p. 80). Strive for five verbal exchanges!

Which conversation is most effective for developing language? Why? What characteristics make it more effective?

Notes:



Developing Language through Book Reading

Read-alouds provide rich language experiences. They support oral language and comprehension as the teacher and children before, during, and after reading.

Shared book reading helps children develop oral language comprehension. Planning talking points before, during, and after reading offers numerous opportunities to develop language with a single read aloud.

Notes:



Developing Language through Themes

Strong themes provide repeated opportunities to develop oral language comprehension, vocabulary, and print awareness.

- **T**_____ – build upon skills
- **H**_____ – planful, purposeful, and playful
- **E**_____ – immerse in theme related activities
- **M**_____ – interesting and exciting
- **E**_____ – engage in real life experiences

Children need multiple opportunities to use theme related vocabulary words within a close proximity of time. Using a theme developed over a 2 - 4 week period and providing a variety of instructional experiences throughout the day, helps develop language.

Notes:



Developing Language through Centers

Centers provide opportunities for students to try new vocabulary in a low-risk environment where they learn how to verbalize their thinking.

Developing Language Through Pretend and Learn

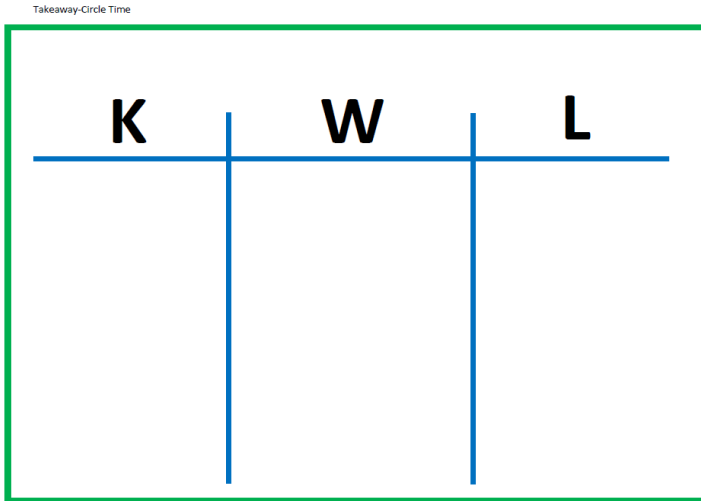
The Pretend and Learn center provides an ideal environment for language development. Changing the Pretend and Learn center to support the theme fosters opportunities to use and internalize the language of the theme.

Comparing Two Pretend and Learn Environments

Which classroom scenario offers more opportunities to practice new vocabulary?

Notes:

TAKEAWAYS



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